

Teachers' Personal and Professional Attributes Influencing Pupils' Behavioral Challenges: A Foundation for Developing Effective Remedial Measures

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Abstract:

Behavioral challenges among pupils significantly impact classroom management and learning outcomes. Teachers, as frontline educators, play a crucial role in managing these behaviors. This study investigates how teachers' personal (age, sex) and professional (teaching experience, educational qualification) attributes influence the manifestation and management of pupils' behavioral problems, laying a foundation for effective remedial measures. This descriptive study was conducted among 142 elementary teachers in Tangcal District, Division of Lanao del Norte. Data were gathered through a structured questionnaire-checklist. Frequency counts, percentages, and means were used in the analysis. Since the entire population was studied, no inferential statistics were employed. Most teachers were females aged 31–35 with 6–10 years of experience and BEED degrees. Commonly observed behavioral issues were disrespect, hyperactivity, teasing, inattentiveness, and urinating without permission. Other problems like dishonesty, bullying, and talkativeness were observed occasionally. Significant relationships were found between teachers' experience and qualifications and the behavioral issues observed. Ten out of fourteen remedial strategies—such as private counseling, parent engagement, and values integration—were rated as very effective. In contrast, drastic measures (e.g., public scolding, physical punishment) were less or not effective. Teachers' professional background influences their ability to manage pupil behavior effectively. Supportive and proactive approaches yield better behavioral outcomes than punitive methods.

Keywords: Pupil Behavior, Teacher Attributes, Behavioral Problems, Remedial Strategies.

INTRODUCTION

Behavioral problems in students have become a prominent concern in educational environments, influencing both academic outcomes and classroom dynamics. Teachers are often the primary figures responsible for addressing these issues, making their perceptions and responses crucial for effective classroom management. Understanding how teachers' personal and professional attributes impact their handling of student behavior is essential for developing targeted interventions and support mechanisms. A behavior problem that a pupil manifests is among the foremost problems of educators at present. Teachers consider this to be something that upsets the classroom routine.

Teachers play a crucial role in managing and addressing behavioral issues in the classroom. Their ability to handle these challenges is influenced by various factors, including their personal characteristics, professional experience, and teaching methods. Traits such as patience, empathy, resilience, professional qualifications, and training are thought to affect how teachers perceive and manage student behavior. As educators, teachers have responsibilities beyond lesson delivery; they are also responsible for managing and organizing the classroom environment (Iskakova et al., 2021). In this role, teachers must create and maintain an environment that supports effective learning. They must manage classroom dynamics reasonably, address disruptions,

reward student engagement, and facilitate engaging group activities (Aslan, 2022). Additionally, teachers are expected to foster positive relationships with students across all educational levels, from early childhood through secondary education (St-Amand et al., 2022). These diverse responsibilities highlight the significance of personal and professional attributes in effectively managing student behavior. Students' attitudes are potent motivators of their behaviors, as attitudinal habits significantly shape behavioral patterns. An individual's behavior is often influenced by the actions of others around them. Teachers who interact closely with students in the classroom have numerous opportunities to observe behavioral issues that reflect the overall classroom environment. By identifying these issues early, teachers can provide timely support and interventions to help students adjust better in school and their lives. Although understanding problematic behavior can be challenging, it is not insurmountable for teachers to observe. It is essential to recognize that the symptoms of behavioral problems may not fully reveal the underlying motivations of the student.

This study aims to address these gaps by examining how teachers' perceptions of their personal and professional attributes relate to the behavioral issues they encounter in their classrooms. Thus, this study is undertaken to concretize and assess whether the selected variable directly affects pupils' observed behavior problems as a basis for remedial measures of such problems.

METHODS

Research Design

This study employed a descriptive research design using a field survey supported by a questionnaire checklist. Data were collected in natural classroom settings to capture real-time observations of student behavior. The questionnaire included multiple-choice, Likert scale, and open-ended items to assess various aspects of disruptive behavior and contributing factors. This approach enabled a systematic description of the types, prevalence, and potential causes of disruptions, providing insights for developing targeted classroom management strategies.

Research Setting

The study was conducted in schools within Tangcal District, Division of Lanao del Norte, to examine classroom behavior and its contributing factors. This setting was chosen for its unique geographic and socio-cultural characteristics, which influence student behavior and classroom management.

Research Respondents

The study involved 142 teachers from all complete elementary schools in Tangcal District, focusing on those teaching Grades I–IV.

Table 1 - Respondents of the Study

SCHOOLS	Respondents Teachers		
	Male	Female	TOTAL
1. Berwar Elementary School	2	21	23
2. Buriasan Elementary School	0	10	10
3. Dalaon Elementary School	2	8	10
4. Datu Dilawan Elementary School	2	8	10
5. Lindongan Elementary School	2	11	13
6. Maliwanag Elementary School	1	9	10
7. Pelingkingan Elementary School	3	8	11
8. Pocong Elementary School	2	6	8
9. Rarab Elementary School	0	7	7
10. Tangcal Central Elementary School	2	15	13
11. Tipaon Elementary School	2	7	9
12. Tipolos Elementary School	3	11	14
Total	21	121	142

Research Instrument

The study used a questionnaire-checklist as the primary tool to identify and assess the frequency of behavior problems observed by teachers, employing a 3-point Likert scale and drawing on existing literature supplemented with self-devised items. The instrument was pre-tested with selected primary grade teachers and clarified through informal interviews to ensure accuracy. Before administration, the draft was reviewed by the adviser and a committee of readers, and permission to conduct the study was obtained from the Schools Division Superintendent via the district supervisor. The questionnaire was organized into three parts: personal information of teachers, observed behavior problems, and the strategies teachers used to address these problems.

Data-Gathering Procedure

Before administering the test, permission to conduct the study was secured from the Schools Division Superintendent through the district supervisor. Once approved, the researcher personally administered the test to teachers in the selected schools. After the completion of the questionnaires, the researcher immediately tallied and tabulated the data for subsequent statistical analysis.

Ethical Considerations

The study adhered to ethical standards by obtaining informed consent, ensuring voluntary participation, and maintaining confidentiality. Questions were non-intrusive to minimize harm, and ethical approval was secured from relevant authorities. Data were used solely for research purposes and reported in aggregate to protect participants' privacy.

Data Analysis

The data were organized, tallied, and presented in tables, with frequency counts, percentages, and means computed. Since the entire population was used, no test of significance was conducted, and relationships were derived from descriptive statistics. Mean values were interpreted as follows: 3 (2.34–3.00) = Always/Very Effective, 2 (1.67–2.33) = Sometimes/Less Effective, and 1 (1.00–1.66) = Never/No Effect.

RESULTS AND DISCUSSION

Table 2 - Profile of Respondents

Ages (n=142)	F	P
21-25 years	4	2.82
26-30 years	45	31.69
31-35 years	55	38.73
36-40 years	20	14.08
41-45 years	8	5.63
46-50 years	6	4.23
51 above	4	2.82
Total	142	100

Age was one of the variables examined in this study. Among the 142 teachers, the majority were between 26 and 35 years old, with 55 teachers (38.73%) aged 31–35 and 45 teachers (31.69%) aged 26–30. An additional 20 teachers (14.08%) were 36–40 years old, while smaller numbers were aged 21–25, 41–45, 46–50, and above 51. This age distribution indicates that most teachers observing pupil behavior are relatively young, which may enhance their ability to accurately monitor and assess student actions.

Table 3 - Sex Profile of Respondents

Sex	F	M
Male	48	33.80
Female	94	66.19
Total	142	100

Table 3 displayed the distribution of respondents by sex, revealing that a majority of the teachers are female, comprising 66.19% (94 teachers), while males make up 33.80% (48 teachers). This higher proportion of female teachers is not unexpected, as women are often perceived as having a natural affinity for working with children.

Table 4 - Grade Assignment of Respondents

Grade Level n (142)	Males		Females		Total	
	N	%	N	%	N	%
Grade I	2	1.41	10	7.04	12	8.45
Grade II	8	5.63	15	10.56	23	16.19
Grade III	6	4.23	10	7.04	16	11.27
Grade IV	11	7.75	42	29.58	53	37.32
Grade V	12	8.45	11	7.46	23	16.19
Grade VI	9	6.34	6	4.23	15	10.56
Total	48		94		142	100

Table 4 detailed the distribution of respondents by grade assignment and sex. For Grade 1, there are 2 male teachers (1.41%) and 10 female teachers (7.04%). In Grade 2, there are 8 male teachers (5.63%) and 15 female teachers (10.56%), totaling 23 teachers (16.19%). In Grade 3, 16 teachers (11.27%) are assigned, including 6 males and 10 females. The largest group is in Grade 4, with 53 teachers (37.32%), comprising 11 males and 42 females.

Table 5 - Distribution of Respondents by Teaching Experience

Experience in Teaching	Responses	
	Frequency	Percent
1-5 years	32	22.53
6-10 years	48	33.80
11-15 years	25	17.60
16-20 years	9	6.33
21-25 years	14	9.85
26-30 years	8	9.09
31 above	6	4.23
Total	142	100.00

Teaching experience was another variable examined in this study. Among the 142 teachers, most had 6 to 10 years of experience, with 48 teachers (33.80%), followed by 32 teachers (22.53%) with 1 to 5 years, and 25 teachers (17.60%) with 11 to 15 years. Smaller numbers of teachers had 16–20 years, 21–25 years, 26–30 years, or more than 31 years of experience. This distribution indicates that the majority of respondents have moderate teaching experience, which may influence their approach to addressing diverse student needs.

Table 6 - Percentage Distribution of Respondents Educational Qualification

Courses	Number	Percentage
Bachelor of Elementary Education	78	54.93
Bachelor of Science in Education	18	11.97
Bachelor of Science in Commerce	10	7.04
Bachelor of Science in Home Economics	12	8.45
Bachelor of Arts	10	7.04
Bachelor of Science in Industrial Education	15	10.65
Total	142	100

The respondents' educational qualifications varied, with the majority holding a Bachelor of Elementary Education (BEED) at 54.93%. This was followed by 11.97% with a Bachelor of Secondary Education (BSED) and 10.65% with a Bachelor of Science in Industrial Education (BSIE). Smaller percentages held degrees in Home Economics (8.45%), Commerce (7.04%), and Liberal Arts (7.04%). While most teachers had

education-related degrees, some had non-education qualifications, reflecting the entry of individuals from diverse academic backgrounds into the teaching profession. Regardless of degree, all teachers met the minimum requirement of passing the civil service examination and completing at least 18 units in education, though the effectiveness of those with non-education degrees may require further study.

Table 7 - Personality Behavior Problems

Behavior Problems	Responses				
	3	2	1	MV	D
1. Exhibiting absentmindedness and day dreaming	40	80	22	2.11	S
2. Disrespectful to teachers and classmates	96	30	16	2.55	A
3. Domineering in group activities or discussions	40	78	24	2.09	S
4. Feels sleepy during recitations/ classes	47	72	23	2.16	S
5. Exhibits thumb-sucking	28	34	80	1.62	N
6. Constantly telling about personal exploits	30	86	26	2.02	S
7. Coughing or clearing the throat before beginning to talk.	27	31	84	1.59	N
8. Put things in the mouth when talking or reciting.	20	58	64	1.66	N
9. Fearful and easily gets angry.	40	89	14	2.19	S
10. Lacks self-confidence and control.	22	50	70	1.65	N
11. Feels inferior when in group.	46	70	26	2.13	S
12. Hyperactive	93	30	19	2.51	A
13. Extreme shyness	34	76	32	2.01	S
14. Foot dragging	22	40	80	1.58	N
Average Mean				1.96	S

Legend: 3-(2.34-3.00) – Always; 2-(1.67-2.33) – Sometimes; 1-(1.00 -1.66) - Never

Table 7 presents the personality behavior problems of pupils as observed by teachers. Behavior problems are universal, and all individuals may experience their effects at some point. Proper guidance and moral education can help alleviate these issues, at least partially, by fostering self-discipline and appropriate conduct.

A. Personality Problems

Personality types influence classroom behavior. Introverts tend to be reserved and prefer solitude, while extroverts are outgoing and socially engaged. Introverted pupils may appear aloof and may resist peer interaction, making them more prone to non-conforming behaviors.

Among observed behaviors, disrespect towards teachers and classmates was the most frequent, with 67.60% of teachers noting it as “always” evident, 21.12% as “sometimes,” and 11.26% as “never,” resulting in a mean score of 2.55. Hyperactivity was also common, with 65.49% “always” and a mean of 2.40, indicating the need for strategies to manage such behavior effectively.

Several behaviors were observed “sometimes,” with an average mean of 2.16. These included feeling sleepy during recitations, fearfulness and irritability, and feeling inferior in group settings. Domineering behavior in group activities was reported as “always” by 28.16%, “sometimes” by 54.92%, and “never” by 16.90%, with a mean of 2.09. Absent-mindedness and daydreaming were noted with a mean of 2.11. Constantly talking about personal exploits (mean 2.02) and extreme shyness (mean 2.01) were also occasional concerns. These behaviors suggest the importance of active engagement, verbal encouragement, and support from both teachers and parents.

Some behaviors were rarely observed, classified as “never” by the majority of teachers. These include thumb sucking (mean 1.62), putting objects in the mouth while talking or reciting (mean 1.66), coughing or throat clearing before speaking (mean 1.59), and lacking self-confidence or control (mean 1.65). Foot dragging was observed “sometimes” by 28.16% and “never” by 56.33%, with a mean of 1.58. Although infrequent, these behaviors should be addressed early to prevent habitual patterns. Overall, the average mean of 1.96 indicates that personality problems were generally observed “sometimes.”

Research by Spilles et al. (2019) shows that behavioral problems in children often manifest as maladaptive actions, including nail-biting, oppositional behavior, aggression, and impulsivity, causing distress and impairing academic and social functioning. Affective behavior support is essential for assisting students with emotional and behavioral challenges, helping educators manage these issues and reduce potential negative outcomes (Zaheer et al., 2019).

B. Social Behavior Problems

Social behavior problems are generally changeable and can be addressed through proper intervention. One prevalent issue is inattentiveness during lessons, observed “always” by 110 teachers (77.46%), “sometimes” by 28 teachers (19.71%), and “never” by 4 teachers (2.81%), resulting in a mean of 2.73. Addressing inattentiveness requires motivational strategies and engaging teaching methods that capture students’ interest.

Another commonly observed social behavior problem is teasing of the opposite sex, reported “always” by 102 teachers (71.83%), “sometimes” by 34 teachers (23.94%), and “never” by 6 teachers (4.22%), with a mean of 2.66. This indicates a consistent social behavior issue that should be addressed through guidance, classroom management, and reinforcement of appropriate peer interactions.

Table 8 - Social Behavior Problems

Behavior Problems	Responses				
	3	2	1	MV	D
1. Attention-getting.	43	80	19	2.15	S
2. Displays undue dishonesty like stealing and cheating	37	78	27	2.06	S
3. Blushing when called to recite.	49	84	9	2.27	S
4. Urinates without asking permission.	90	40	12	2.54	A
5. Teasing with opposite sex.	102	34	6	2.66	A
6. Bullying especially with the element of cruelty.	34	79	29	2.03	S
7. Throws foul odor that disrupts activities.	53	70	19	2.22	S
8. Hysterical laughing and giggling.	14	48	80	1.52	N
9. Fond of telling lies when asked to do something.	34	84	240	2.05	S
10. Careless in one's work and action.	28	82	32	1.90	S
11. Stubborn and displays repulsive gesture.	43	76	23	2.13	S
12. Uses indecent language.	37	88	17	2.12	S
13. Fond of threatening other pupils.	48	89	5	2.29	S
14. Fighting with other pupils.	37	84	21	2.10	S
15. Inattentive to teacher's lesson.	10	28	4	2.73	A
16. Shows gesture of being talkative.	49	70	23	2.17	S
17. Absenteeism or tardiness.	41	100	0	2.28	S
Average Mean				2.04	S

Legend: 3-(2.34-3.00) – Always; 2-(1.67-2.33) – Sometimes; 1- (1.00 -1.66) - Never

Social behavior problems observed by teachers can vary, as these behaviors are not fixed and can change. According to the data in Table VI, several social behavior issues were noted among Grades I to VI pupils.

The following behaviors were reported as "always" observed:

Urinating without Permission: This behavior was reported as "always" observed by 90 teachers (63.38%), "sometimes" by 40 teachers (28.16%), and "never" by 12 teachers (8.45%). The mean value of 2.54 suggests it is frequently observed. Teachers should ensure they handle such situations sensitively to avoid embarrassing the pupils and to safeguard their health.

Other observed social behavior problems include:

Attention-Seeking: This behavior, where a pupil seeks to be noticed, received a mean value of 2.15 and is considered "sometimes" observed by the respondents. Pupils exhibiting this behavior may seek to become the center of attention to feel important.

Dishonesty: Behaviors like stealing and cheating were "always" observed by 37 teachers (76.05%), "sometimes" by 78 teachers (54.92%), and "never" by 27 teachers (19.01%), with a mean value of 2.06. This indicates that dishonesty is frequently observed and should be addressed to correct these practices.

Blushing When Called to Recite: Reported as "sometimes" observed by 84 teachers (59.15%) and "always" by 49 teachers (34.50%), with a mean value of 2.27. This suggests a frequent occurrence of shyness or nervousness during recitation.

Bullying with Cruelty: This was "sometimes" observed by 79 teachers (55.63%), "never" by 29 teachers (20.42%), and "always" by 34 teachers (23.94%), with a mean value of 2.03. Bullying often involves taking advantage of others, and should be monitored closely.

Throwing Foul Odors: This behavior was "always" observed by 53 teachers (37.32%), "sometimes" by 70 teachers (49.29%), and "never" by 19 teachers (13.38%), with a mean value of 2.22. Teachers should address this issue without harsh measures to maintain a positive classroom environment.

Lying When Asked to Do Something: This behavior was "sometimes" observed by 84 teachers (59.15%), "never" by 24 teachers (16.90%), and "always" by 34 teachers (24.94%), with a mean value of 2.05. Lying is often a defense mechanism and should be addressed with appropriate strategies.

Carelessness in Work and Action: This was "sometimes" observed by 82 teachers (57.74%) and "always" by 28 teachers (19.71%), with a mean value of 1.90, indicating it is a frequent concern.

Stubbornness and Repulsive Gestures: This behavior was reported with a mean value of 2.13, indicating it is "sometimes" observed. Teachers should work on correcting stubbornness and negative behaviors.

Indecent Language: Often observed as "sometimes" due to pupils' immaturity and their environment's influence. Teachers should address this behavior early to promote proper language use.

Threatening Other Pupils: Reported as "always" observed by 48 teachers (33.80%), "sometimes" by 89 teachers (62.67%), and "never" by 5 teachers (3.52%), with a mean value of 2.29. This behavior needs to be managed carefully to prevent intimidation and ensure a safe environment.

Fighting with Other Pupils: This was "sometimes" observed by 84 teachers (59.15%) and "never" by 21 teachers (14.78%), with a mean value of 2.10. Conflicts between pupils should be mediated to resolve disagreements constructively.

Absenteeism: Reported as "sometimes" by 100 teachers (70.42%) and "always" by 42 teachers (29.57%), with a mean value of 2.28. Regular attendance issues should be addressed to improve student engagement.

Hysterical Laughing and Giggling: This behavior was "never" observed by all 142 teacher-respondents.

These observations underscore the necessity for targeted interventions to address and manage diverse social behavior issues within the classroom. According to Smith-Menzies (2023), students encountering academic or social challenges are already struggling in school, and additional adversities can further deteriorate their perceptions of the school environment. Teachers must actively manage disruptive behaviors, particularly those of an aggressive nature, such as stealing or vandalism, which demand considerable time and attention and disrupt the educational process. Effective behavior management is crucial for maintaining a conducive learning environment and ensuring that educational goals are met (Dulay, 2020).

Table 9 - Relationship between the Personal and Professional Attributes and the Behavior Problems of Pupils

Variables	Personal Problems							
	No.		%		No.		%	
Age:								
Young	38	9.5	26	18.31	10	5.04		
Middle	24	16.90	7	4.93	7	4.93		
Old	18	12.68	7	4.93	5	3.52		
Sex:								
Male	25	17.61	14	9.85	4	2.81		
Female	52	36.60	41	28.87	6	4.22		
Grade Assignment:								
Low	50	35.21	22	15.49	8	5.63		
Middle	23	16.19	7	4.92	9	6.33		
High	10	7.04	8	5.63	5	3.52		
Teaching Experience:								
Experienced	107	75.35	7	4.92	5	3.52		
Less Experienced	10	7.64	8	5.63	5	3.52		
Educational Qualification:								
Qualified	87	61.26	23	16.19	6	4.22		
Less Qualified	12	18.31	10	7.04	4	2.81		

Legend: A = Always; S= Sometimes; N = Never

Table 10 explored the relationship between teachers' personal and professional attributes and the behavior problems they observe in their pupils. The analysis includes all 142 teachers, with the data presented in percentages.

The age profile of the teachers is categorized into three groups: young (21–30 years), middle-aged (31–45 years), and old (46 years and above). For the young group, comprising 74 teachers, 38 (51.35%) reported "always" observing behavior problems, 26 (35.14%) "sometimes," and 10 (13.51%) "never." In contrast, among the 38 middle-aged teachers, 24 (63.16%) observed behavior problems "always," while 7 (18.42%) observed them "sometimes" and 7 (18.42%) "never." The older group, with 30 teachers, had 18 (60%) who observed problems "always," 7 (23.33%) "sometimes," and 5 (16.67%) "never."

Regarding sex, 43 male teachers revealed that 25 (58.14%) "always" observed behavior problems, 14 (32.56%) "sometimes," and 4 (9.30%) "never." The majority of male teachers thus reported frequent observation of these issues. Conversely, of the 99 female teachers, 52 (52.53%) "always" observed behavior problems, 41 (41.41%) "sometimes," and 6 (6.06%) "never," indicating a higher frequency of observation among females compared to males.

In terms of grade assignment, teachers are grouped into three categories: lower grades (Grades I–II), middle grades (Grades III–IV), and high grades (Grades V–VI). Among the 50 teachers in the lower grades, 35 (70%) observed behavior problems "always," 22 (44%) "sometimes," and 8 (16%) "never." For the middle grades, 10 out of 23 teachers (43.48%) observed problems "always," 8 (34.78%) "sometimes," and 5 (21.74%) "never." Similarly, among 23 teachers in the high grades, 10 (43.48%) observed problems "always," 8 (34.78%) "sometimes," and 5 (21.74%) "never."

Regarding years of service, 129 experienced teachers showed that 107 (82.93%) observed behavior problems "always," 7 (5.43%) "sometimes," and 5 (3.88%) "never." In contrast, among 10 less experienced teachers, 7 (70%) observed problems "always," 8 (80%) "sometimes," and none "never," suggesting that more experienced teachers generally observe behavior problems more consistently.

Finally, the educational qualification of teachers is divided into qualified and less qualified categories. Among 116 qualified teachers, 87 (61.26%) "always" observed behavior problems, 23 (16.19%) "sometimes," and 6

(4.22%) "never." On the other hand, 26 less qualified teachers included 12 (18.31%) who "always" observed problems, 10 (7.44%) "sometimes," and 4 (2.81%) "never," indicating a lower frequency of observation among less qualified teachers.

Remedial measures play a crucial role in addressing pupil misbehavior. Effective intervention often requires ongoing moral guidance and consistent reminders. Teachers should model appropriate behavior to positively influence their pupils. Diplomatic measures, such as calling pupils' attention after class and providing counseling, were considered "very effective" by 124 teachers (87.32%) and "less effective" by 18 teachers (12.67%), with a mean value of 2.86, highlighting their significant role in addressing behavioral issues through a respectful and supportive approach.

Table 10 - Diplomatic measures employed by teachers

Statements	Responses			MV	D
	3	2	1		
1. Call the attention of the pupils after the class and give counseling.	124	18	0	2.86	VE
2. Confer with parents regarding the behavior of the pupils.	108	28	6	2.71	VE
3. Integrate lessons on values education.	102	40	0	2.08	VE
4. Refer the pupils to the guidance	382	80	24	2.08	LE
5. Involve pupils with the responsibility of keeping the classroom clean and orderly.	137	4	1	2.94	VE
6. Use honest praise and complement on pupil's accomplishment.	114	28		2.80	VE
7. Contact parents before problems get worse.	102	38	2	2.69	VE
8. Play with pupils occasionally during recess and after school hours.	45	74	23	2.15	LE
9. Equip the classroom with things and visual aids on character building for pupils to imitate.	93	46	3	2.62	VE
10. Effect cooperative work among pupils.	114	28		2.79	VE
11. Employ peer groupings.	102	40		2.71	VE
12. Offer group counseling.	48	82	14	2.25	LE
13. Establish a friendly relationship with other pupils.	102	40	0	2.71	VE
14. Allow pupils to select their own seats in class as long as they behave well.	60	65	37	2.43	LE
Average Mean				2.60	VE

Legend: 3-(2.34-3.00) - Very Effective; 2 (1.67-2.33) - Less Effective; 1- (1.00 1.66) - No Effect At All

The effectiveness of various remedial measures used by teachers to address student behavior problems was assessed. According to the data, involving parents in discussions about their child's behavior was deemed "very effective" by 108 teachers (76.05%). Conversely, 28 teachers (19.71%) found this approach "less effective," and 6 teachers (4.22%) felt it had no effect. The mean value for this measure was 2.71, indicating it is generally considered very effective. Similarly, integrating values education into lessons was viewed as "very effective" by 102 teachers (71.83%), while 40 teachers (28.16%) rated it as "less effective," also with a mean value of 2.71. This suggests that incorporating values education is seen as an effective strategy for fostering desirable behavior.

One of the most positively received measures was involving students in maintaining a clean and orderly classroom, which was rated as "very effective" by 137 teachers (96.47%). This approach helps develop cooperation among students and contributes significantly to their behavioral development. Using honest praise and compliments for student achievements was considered "very effective" by 114 teachers (80.28%), while 28 teachers (19.71%) saw it as "less effective," with a mean value of 2.80. This demonstrates that praise is preferred over punishment and should be given sincerely to avoid negative outcomes.

Contacting parents before problems escalate was rated as "very effective" by 102 teachers (71.83%), while 38 teachers (26.76%) found it "less effective," and 2 teachers (1.41%) saw no effect, with a mean value of 2.69. This emphasizes the importance of building strong relationships with parents to positively influence students' behavior. Equipping classrooms with character-building materials was considered "very effective" by 93 teachers (65.49%), while 46 teachers (32.39%) rated it as "less effective," and 3 teachers (2.11%) saw no effect, with a mean value of 2.62. This indicates that visual aids can be a valuable tool in promoting good behavior.

Encouraging cooperative work among students was viewed as "very effective" by 114 teachers (80.28%), while 28 teachers (13.72%) found it "less effective," with a mean value of 2.79. Peer groupings were also rated "very effective" by 102 teachers (71.83%), with a mean value of 2.71, as they support the development of desirable behaviors and help slow learners through peer assistance. Establishing friendly relationships among students was seen as "very effective" by 102 teachers (71.83%), with 40 teachers (28.16%) rating it as "less effective," and a mean value of 2.71, underscoring the importance of a positive social environment in promoting good behavior.

In summary, student behavior is malleable, and understanding it requires observing actions in various contexts. Effective behavior management strategies include both diplomatic and drastic measures. Drastic measures, however, should be used cautiously to avoid causing undue embarrassment or discomfort. Among the drastic measures assessed, confining a student to a corner was seen as "less effective" by 84 teachers (59.15%), and reporting a student to the principal was considered "less effective" by 82 teachers (57.74%). Giving demerits and scolding students in front of the class were also rated as "less effective" by a majority of teachers, highlighting the need for more thoughtful and supportive approaches to behavior management. Effective management helps prevent and address these challenges, with techniques such as understanding students' needs, lesson planning, and fostering motivation. By improving participation and reducing disruptive actions, effective behavioral management enhances overall instructional effectiveness (Palma and Caballes, 2022).

Table 11 - Drastic Measures Employed by Teachers

Statements	Responses				
	3	2	1	MV	D
1. Warning the pupil in a high pitch of voice.	28	39	75	1.65	NE
2. Confine the pupils in one corner of the room when he commits mistakes.	31	84	27	2.02	LE
3. Exposing the pupil to ridicule.	22	48	80	1.27	NE
4. Report erring pupil to the principal.	49	82	20	1.27	LE
5. Give demerits to misdemeanor of pupil.	30	90	22	2.32	LE
6. Scold the pupil in front of the class.	25	86	21	2.04	LE
7. Assign heavy work to erring pupil as punishment.	25	86	31	2.08	LE
8. Require the erring pupil to stand for the whole period.	17	38	87	1.94	NE
9. Shout at the offended pupil.	0	42	100	1.49	NE
10. Assign erring female pupils to sit between males.	45	97	0	1.29	LE
Average Mean					VE

Legend: 3-(2.34-3.00) - Very Effective; 2-(1.67-2.33) - Less Effective; 1-(1.00-1.66)- No Effect at All
 Assigning heavy work as a punishment for misbehaving pupils is intended to help them understand the consequences of their actions. However, 86 respondents (71.66%) reported that this measure is "less effective," 31 respondents (21.83%) found it to have "no effect at all," and only a small number, 25 respondents (17.60%), considered it "very effective." The overall mean value for this approach is 1.94, indicating it is generally seen as ineffective. This suggests that while punitive measures might seem appropriate, it is crucial for teachers to show care and support, focusing on ethical values, love, patience, perseverance, and sacrifice rather than immediate condemnation.

Another measure, assigning female pupils to sit between males, was deemed "less effective" by 97 respondents (68.30%), with 45 respondents (31.69%) finding it "very effective." This approach also registered a mean value of 2.31, classifying it as "less effective" overall.

Several drastic measures were found to have no effect at all. For instance, warning a pupil in a high-pitched voice was considered ineffective by 75 respondents (52.81%), resulting in a mean value of 1.65, and thus deemed "less effective." Exposing a pupil to ridicule was rated as having "no effect at all" by 80 respondents (56.33%), with a mean value of 1.27. Requiring a pupil to stand for the entire period was deemed "less effective" by 38 respondents (26.76%), while 87 respondents (61.26%) felt it had "no effect at all," with a mean value of 1.49. Shouting at a pupil was viewed as having "no effect at all" by 100 respondents (70.42%), and "less effective" by 42 respondents (29.57%), making it an overall ineffective measure.

In summary, implementing drastic measures, such as corporal punishment or humiliating tactics, is likely to have detrimental effects rather than correcting behavior. These methods can lead to rebellion or spoilage and are less effective in the long run. Teachers are advised to avoid such punitive measures and focus on positive reinforcement and supportive approaches to encourage desirable behavior in students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings, most respondents were middle-aged, indicating experience and capability in their roles, and some schools employed combination classes, especially in remote areas. Commonly observed behavior problems included disrespect, hyperactivity, urination without permission, teasing, and inattention, while behaviors such as daydreaming, absenteeism, bullying, and dishonesty occurred sometimes. Diplomatic remedial measures such as private discussions, parent consultations, values integration, classroom responsibilities, praise, cooperative activities, and character-building strategies were found very effective, whereas severe measures such as public scolding, demerits, heavy work, or isolating students were less effective. Overall, thoughtful and supportive approaches are recommended, as harsh interventions may worsen behavioral issues rather than resolve them.

Recommendations

Based on the findings, pupils with undesirable behavior should be treated fairly and guided respectfully, while teachers should attend training on pupil behavior, keep students engaged, emphasize values, conduct home visits, and provide motivation. The District Supervisor should require submission of disciplinary case records for review, and further research on pupil behavior in relation to socio-economic status is recommended.

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